

## EDITORS



Dr. Laurie Kocher



Dr. Veronica Pacini-Ketchabaw

We begin this editorial with a quote Laurie introduces to the students in her early childhood education classes as they launch into their academic careers. Readers of *Canadian Children* will know that the early years have long been regarded by society at large as somehow less worthy than other investments, and accordingly, those who work with young children don't always look beyond the challenges and frustrations inherent in the quotidian activities of their work. And yet, the work we do is surely worthy of reverence:

For many, reverence is too exalted a word to associate with the practical and often mundane activities of teaching. We routinely think teaching is about imparting skills and knowledge that will serve students well in career and life and that there is no need to think of teaching as a venerated activity beyond these goals. However, although teaching students involves imparting knowledge, it is also a calling with other dimensions beyond the cognitive. It is about the formation of minds, the molding of destinies, the creation of an enduring desire in students not only to know, but also to care for others, appreciate beauty, and much more. In some sense of the word, teaching is a spiritual, although not necessarily religious, activity. When done well, it cultivates human intimacy and allows teachers to find creative self-expression in classroom community. (Garrison & Rud, 2009, p. 2626)

In this issue of *Canadian Children*, we include a wide range of offerings—all of which could be viewed with reverence in mind. Massing, Kirova, and Hennig invite us to consider how parent involvement might be redefined in intercultural preschools by valuing the funds of knowledge that newcomer families bring. Dietze calls us to seriously ponder how accessible

neighbourhood playgrounds are for those, both younger and older, with mobility challenges. Doan, in her work with novice early childhood educators, reminds us of how important mentoring is. Munroe and MacLellan-Mansell build on the growing interest in outdoor play experiences, with particular emphasis on children of First Nations communities. And Mann reminds us that, in caring well for children, menu planning is significant.

The Directions and Connections section of the journal includes an interesting collection of poetic pieces from Vojnovic and Kelly that portray awe, as well as Board's inquiry into "what is hope?" We are republishing Brandon's poem, *This Log*, as inadvertently a portion of it was missed in the last issue.

The Professional Resources introduced in this issue, all very different, provoke us to consider the ethical obligations in our work with children and families.

A new review board is introduced in this issue. We are always grateful for the myriad contributors and reviewers, and for our copy editor, Leslie Prpich. Here we wish to acknowledge the hundreds of hours that take place behind the scenes to bring this journal to you.

As the annual rhythm moves us into a new cycle of teaching and learning, we challenge all of us to consider our work and our relationships with children and families worthy of reverence.

## References

- Garrison, J., & Rud, G. (2009). Reverence in classroom teaching. *Teachers College Record*, *111*(11), 2626–2646.